

MICHIGAN Q and A for NCLB

Please send additional NCLB questions to: ESEA@michigan.gov

A. TITLE I

a. Adequate Yearly Progress (AYP)

1. Are districts and schools participating under Title I the only ones falling under the AYP requirement?

All public schools and public school academies will receive an annual adequate yearly progress report based on state assessments and other state indicators. Adequate yearly progress must be included in each school's and district's report to the community and the state. However, the requirements associated with failure to make adequate yearly progress such as school improvement status, corrective action, and restructuring apply only to Title I schools in the district.

2. If only one school receives Title I monies are the others within the district not accountable?

Only the Title I school is subject to the consequences for failure to make AYP as defined in the No Child Left Behind Act (NCLBA), but all schools in a district will be held accountable to the statewide accountability system, Education YES!

3. Regarding AYP, how and who will identify student subgroups?

There are four student subgroups identified in NCLB for determining AYP: race and ethnicity, disability, English proficiency, and economically disadvantaged. In addition, for reporting achievement, two additional student subgroups must be included: gender and migrant. The requirement for reporting achievement data for these six subgroups was part of the previous Title I legislation (since the 1994 amendments to the Elementary and Secondary Education Act) and continues as part of the new ESEA language. Districts can disaggregate their MEAP achievement data by subgroups by using TestWiz. For more information on TestWiz, go to: www.testwiz.com.

b. Supplemental Services

1. How will the state select the supplemental services that parents can choose for students?

The state will review and approve applications from prospective supplemental services providers based on the set of criteria that has been approved by the State Board of Education.

2. Can an LEA apply to be a supplemental service provider?

Yes, LEAs may complete and submit the Supplemental Services Provider application, available on the Field Services website, and receive consideration to be on the MDE approved list of supplemental service providers. The address is: http://www.michigan.gov/documents/Supplemental_Service_Providers_Application_40465_7.pdf

c. Transportation

1. Will an LEA be required to provide transportation for children wishing to leave a school identified for improvement and wishing to attend a non-public school?

No. Transportation, if applicable, must be provided only within the district and only to another public school building that is not identified for improvement, up to the school's capacity as outlined by contracts and fire and safety laws.

2. If a school has been determined to be under performing, and a parent requests to have his/her child attend another school, is the school district required to provide transportation to the alternative school? What funds are available?

When a school has been identified for improvement, the district must provide or pay for transportation for students who choose the transfer option, within certain cost limits. Identified schools must spend up to 20 percent of their Title I allocations for transportation and supplemental services, unless a smaller amount is needed. This includes 5 percent for transportation, 5 percent for supplemental services, and the remaining 10 percent for transportation, supplemental services, or both. Districts are not required to spend other funds to meet this transportation requirement. Transfer to other schools not identified as under performing is limited to schools within the school district on a space available basis, with low-income students given first priority.

3. If there is no alternative school within the district at the child's grade level for the parents to choose from, is the district required to transport the child to a neighboring school district or another school of the parent's choosing? If so, what funds are available?

No transfer is required, but supplemental services must be identified to parents as available to the student. Funds as previously indicated would apply. The district is required to make arrangements for transfer options to neighboring

school districts, to the extent practicable. Neighboring school districts are not required to accept students.

4. If a child is determined to be homeless, what are the district's requirements for providing transportation for the child to his/her school of origin? What funds are available?

The transportation must be provided regardless of the distance, as can reasonably be arranged between the two school districts involved. Costs may be shared or borne by one of the cooperating districts. While limited competitive grants do exist for implementing the federal provisions for the homeless, there is no specific state or federal funding designated specifically for the transportation requirement. Arrangements would be based on funding availability through the district's foundation grant.

5. If a district transports a child outside the district boundaries under the requirements of the homeless provisions, does it have an obligation to provide resident children with transportation to nonpublic schools outside the district boundaries under MCL 380.1322(4)?

No. The revisions applied to the McKinney-Vento Homeless Assistance Act as a result of the NCLB Act are specific by federal definition to a designation of "homeless." Transportation provided under this designation would not affect obligations to "resident pupils" attending nonpublic schools outside the district.

6. If a school has been determined to be "persistently dangerous," will the same choices and transportation requirements exist that do for an "under performing" school? What funding exists and applies?

Not enough data is available to staff to answer this question. A definition currently does not exist in Michigan for "persistently dangerous," and the federal government does not define it. Funding under the Safe and Drug-Free Schools and Communities Program is competitively limited and not clearly designated to include transportation funds. It would initially appear that this portion of the NCLB Act does not incorporate a requirement to provide transportation as part of the parental choice.

d. Homeless

1. Is there a required Title I percentage of funds that must be set aside for homeless students? Please discuss the various ways that Title I funds can be used to serve homeless students and describe how a formula can be determined to set aside those funds in a school district?

The requirements for providing services to homeless students have not changed from the previous reauthorization. Homeless children are eligible based on academic need and do not need to reside in an eligible attendance area. The legislation does not establish a formula for determining a set aside allocation for homeless students. Homeless students with academic need must receive Title I services even if they are attending a non-Title I school.

B. ACCOUNTABILITY

1. Is the accountability system going to measure schools or districts?

The No Child Left Behind Act requires each state to develop an accountability system that measures the achievement levels and progress that is made in increasing achievement levels for schools, districts, and the State. The Michigan Education YES! system will meet the requirements of the No Child Left Behind Act.

C. ASSESSMENT

1. Is the federal government planning to write or require a national test?

No.

2. Is it necessary to duplicate national and state/local assessments?

With this legislation, all states are to develop and administer annual assessments in grades 3-8 and in one grade between the 10th and 12th grades. These assessments are to be aligned with the state's content standards and are to be based on challenging student academic achievement standards that describe at least three levels of student performance advanced, proficient, and basic.

The National Assessment of Educational Progress (NAEP) is to be used as a secondary measure of student performance and a "quality" check on the rigor of the state assessment systems. Again, with this law, all states are to administer the NAEP in reading and mathematics in the 4th and 8th grade levels. The state assessments may be patterned, in part, from other nationally marketed tests to the extent that the national tests are truly reflective of the state's academic content standards.

3. Is the federal government planning to set or revise specific national standards for each grade level in math, reading, and language arts for state testing?

No. The No Child Left Behind Act emphasizes that it is not the intent of the law to impose federal will or standards at the state or local level in sections Title IX, Part E, Subpart 2, Section 9527 (b), PROHIBITION ON ENDORSEMENT OF CURRICULUM, and Title IX, Part E, Subpart 2, Section 9527(c)(1), PROHIBITION ON REQUIRING FEDERAL APPROVAL OR CERTIFICATION OF STANDARDS.

a. Limited English Proficient (LEP) Students

1. How will AYP be determined for Limited English Proficient (LEP) students?

Adequate Yearly Progress for students taking the MEAP tests will be measured the same way for all students and then disaggregated by group, with the LEP students being one of those groups. A second measure of progress will be established for LEP students to measure their English language proficiency. A specific objective has not yet been determined, but it will measure an LEP student's progress over time and show any gains in English language proficiency. As soon as the annual measurable objectives and the AYP are established, the information will be widely distributed.

b. Proficiency

1. Please clarify what 100% proficiency at the end of 12 years means.

The legislation specifies that all students are to reach proficiency by the 2013-2014 school year. This includes students from all grade levels and students from each subgroup for both reading and mathematics. This means that every student's achievement level would be in either the "meet standards" or "exceed standards" categories of MEAP.

D. GRANT PROGRAMS

a. Consolidated Application Grants

1. Is a district Consolidated Application approved when it is submitted in the Michigan Electronic Grants System (MEGS)?

The Office of Field Services must review each electronic application and will approve it when it meets all requirements. A district may begin to encumber funds as soon as the application has been submitted, but it will not be able to not draw down funds until the application receives final approval.

2. Is there a due date for the consolidated application?

The application can be approved as early as July 1st, if the district submitted it on or before July 1, 2002. There is no due date, however, and funds cannot be encumbered prior to the date the application is submitted through MEGS.

3. Do carry over funds from 2001-02 come under last year's criteria or the new Act?

All carryover funds take on the characteristics of the new program.

b. Title II -- Preparing, Training, and Recruiting High Quality Teachers and Principals**1. What is the difference between the Title II, Part A school district formula grants and the higher education grants?**

The school district formula grants are allocated to all school districts and public school academies for use for any of the allowable purposes under the law. These grants replace the former Eisenhower professional development formula grants and the federal class size reduction grants. The higher education grants are competitive grants awarded only to institutions of higher education that are working to assist high-need school districts.

2. Is class size reduction still an allowable expense under Title II?

Yes. Districts continue to be allowed to utilize funds received under Title II, Part A to support class size reduction efforts.

3. How will Title II, Part A funds be allocated?

The No Child Left Behind Act provides for a hold harmless clause, which guarantees that no district will receive less funding than that provided by the Eisenhower Program and Class Size Reduction Program in the 2001-02 school year. Given that, the allocations will be made on the same proportionate basis as the Title I, Part A allocation. Districts will make application to the Michigan Department of Education to receive funding.

c. 21st Century Community Schools**1. What is a 21st Century Community Learning Center (CCLC)?**

The focus of the 21st CCLC program, re-authorized under Title IV, Part B, of the No Child Left Behind Act of 2001, is to provide expanded academic enrichment opportunities for children attending low performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and

state academic standards in subjects such as reading and math. In addition, 21st CCLC programs provide youth development activities, drug and violence prevention programs, technology education programs, art, music and recreation programs, counseling, and character education to enhance the academic component of the program. Also, services such as family literacy may be provided to families of students enrolled in the 21st CCLC program.

2. Where can I find information about the 21st Century Community Learning Centers (21st CCLC) grants? How can I get a copy of the application?

Michigan information, including the application, is available on the Michigan Department of Education website at www.michigan.gov/mde. Click on “keywords” to the left of the search, and a drop-down menu will include a link directly to the 21st CCLC information. Federal information is available at www.ed.gov/offices/OESE/21stcclc.

d. Reading First

1. Under Reading First, would the in-class “Literacy Coaches” model now used in many current All Students Achieve Program/ Literacy Achievement Program (ASAP/LAP) grants be allowed?

The ASAP/LAP grants are not funded by the federal government and therefore have different guidelines. The Reading First requirements supercede the ASAP/LAP program when Reading First funds are granted to a school. In other words, the two programs are separate. The Reading First professional development model will include a core of Master Trainers who will train Literacy Coaches/Mentors. These Literacy Coaches/Mentors will in turn train and support classroom teachers and special education teachers in Reading First buildings. The Reading First Literacy Coaches will provide modeling and create Learning Teams that meet regularly for on-going support. All professional development will be based on scientifically based reading research and will support K-3 teachers and special education teachers in the implementation of evidence-based, best practice for early reading instruction. In addition, professional development will also provide training for teachers in the use of screening, diagnostic, and classroom assessments for determining student needs and monitoring progress. This assessment data will be used to plan for direct instruction to small groups of students at the same reading level. Student placement in groups is flexible, and different curricula may be in use to instruct these different groups. The Literacy Coach will support classroom teachers in their efforts to implement these practices.

2. Does Reading First require 90 minutes per day of reading instruction or 90 minutes per week?

The law requires that the recipient program provide at least 90 minutes of uninterrupted reading instruction per day. The legislation states that a high-quality reading program is one that is supported by scientifically based research and it must include the five essential components of reading instruction (phonemic awareness; systematic, explicit phonics; vocabulary development; oral reading fluency; and comprehension strategy instruction) integrated into a coherent instructional design. A coherent design includes explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials. The design should also consider the allocation of time, including a protected, uninterrupted block of time for reading instruction of more than 90 minutes per day. While 90 minutes is in the law, federal officials actually prefer a two-hour block of time for reading instruction.

E. PRIVATE SCHOOLS

1. Are charter and/or private schools eligible for any of the ESEA funds?

Charter schools (public school academies) in Michigan have the same status as regular school districts and are eligible on the same basis. Private schools are not eligible for direct funding, but receive equitable services if they wish to participate.

2. How may private schools receive services under Title V, Part A?

An LEA must provide Title V-A services to children enrolled in a private, nonprofit school within the LEA if, after consultation, the officials of the private school indicate that they desire to participate. The LEA must contact the private schools within the LEA annually to determine which schools desire to participate. The LEA must consult with the officials of interested private schools in a timely and meaningful manner to determine the needs of the school, the types of Title V-A services that will be provided, and the method in which those services will be provided. The LEA provides those services on an equitable basis to those schools whether or not the services are the same Title V-A services the LEA provides to the public school. The expenditures for such services, however, shall be equal (consistent with the number of children served) to Title V-A services provided to public schools. LEAs pay the cost of administering Title V-A services for public and private schools “off the top” of their allocations, before calculating how much of the Title V-A funds are to be made available for services for public and private school students. [Section 5142(a) and (b)].

3. How may an LEA ensure that Title V-A services are provided in a proper manner for the benefit of private school students and personnel?

LEAs should implement safeguards and procedures to ensure that Title V-A funds are used properly for private school children.

First, private school officials should be fully informed of and agree to the limitations on the use of any equipment and materials located in the private school. LEAs should obtain from the appropriate private school official a written assurance that any equipment and materials placed in the private school will be used only for secular, neutral, and nonideological purposes; that private school personnel will be informed as to these limitations; and that the equipment and materials will supplement, and in no case supplant, the equipment and materials that, in the absence of the Title V-A program, would have been made available for the participating students.

Second, the LEA is responsible for ensuring that any equipment and materials placed in the private school are used only for proper purposes. The LEA should determine that any Title V-A materials, such as library books and computer software, are secular, neutral, and nonideological. A good benchmark for this review is that the equipment and materials would be appropriate for use in public schools. The LEA should mark all equipment and materials purchased with Title V-A funds so that they are clearly identifiable as Title V-A property of the LEA. The LEA also should maintain an up-to-date inventory of all Title V-A equipment and materials provided for the benefit of private school students. It is also a helpful practice for private schools to maintain logs to document the use of Title V-A equipment and materials located in their schools. The LEA also should perform periodic on-site monitoring of the use of the equipment and materials. The monitoring could include on-the-spot checks of the use of the equipment and materials, discussions with private school officials, and a review of any logs maintained.

Third, the LEA should designate one public school official to oversee Title V-A services for private school students and ensure that services, materials, and equipment provided for these students are secular, neutral, and nonideological. The designated official also should be responsible for receiving and handling any complaints or allegations that Title V-A funds are being used for improper activities for private school students.

Finally, LEAs need to ensure that if any violations occur, they are corrected at once. An LEA must remove materials and equipment from a private school immediately if removal is needed to avoid an unauthorized use.

4. What administrative requirements apply regarding the provision of services to private school children?

The services, materials, and equipment that an LEA provides for the benefit of participating private school students must be secular, neutral, and nonideological. The control of Title V-A funds and the title to any equipment

and materials purchased with those funds must remain in a public agency (the LEA or ISD). No Title V-A funds may be paid to any private school, and the title to equipment and materials may not be transferred to any private school. Title V-A services must be provided by a public agency either directly or through a contractor. Any contractor must be a person or an association, agency, or corporation who or that, in the provision of the Title V-A services, is independent of the private school and any religious organization. A public agency must supervise and have ultimate control over any contractor hired to provide Title V-A services. Finally, Title V-A services for private school students must supplement, and in no case supplant, the level of services that would be available to participating students and educational personnel in the private schools in the absence of the Title V-A funds [Section 5131 (a) (l)].

5. May private school children and personnel receive services under any Title V innovative program area?

If Title V-A funds are used to provide services for children enrolled in private, nonprofit schools, these services must primarily benefit the children, not the private schools. This means that the funds must be used to meet specific needs of students enrolled in the private schools, rather than the needs of the private schools themselves or the general needs of the students enrolled in the private schools. (See section 76.658 of the Education Department General Administrative Regulations (EDGAR)).

In working with private schools to decide what Title V-A programs and activities will be carried out for children and personnel in those schools, LEAs must ensure that the programs and activities are supplemental in nature and will meet the specific needs of the children enrolled in the schools. For example, LEAs may not use funds for class-size reduction purposes in a private school [Section 5131(a)(1)]. This use of funds, which would involve hiring teachers for private school classrooms, would meet the needs of the private schools themselves, as well as the general needs of the students enrolled in the schools, rather than the specific needs of those students. However, LEAs may use funds to provide professional development activities for teachers in private schools [Section 5131(a)(2)].

There are several innovative assistance programs that, by their nature, cannot be carried out in a private school. These include (1) the planning, design, and initial implementation of charter schools [Section 5131(a)(8)]; (2) activities to promote, implement, or expand public school choice [Section 5131(a)(12)]; and (3) programs to implement the unsafe school choice policy in section 9532 [Section 5131(a)(25)].

For all other innovative assistance programs, particularly those involving education reform or school improvement activities, LEAs must evaluate closely whether the activities proposed to be carried out in a private school will

primarily benefit the children enrolled in the school or the school itself. If the latter, then the LEA must not permit that activity or program to be implemented in the private school. In some instances, a program or activity that primarily benefits the private school's students (because it addresses specific, rather than general, needs of the students) will also incidentally benefit the school. The LEA may permit a program or activity of this type to be carried out in the private school. Again, under the regulations in EDGAR, the key in determining if particular services may be provided to students in a private school is whether those services will meet specific needs of students enrolled in the school, rather than their general needs or the needs of the school itself. This does not preclude an incidental benefit to the private school. However, LEAs must be careful in this determination and may not authorize any services whose purpose is to benefit the general needs of the private school or its students.

6. How does an SEA calculate the amount of funds to be distributed to the LEAs?

The funds allocated to LEAs are based on the relative enrollments of the total of the number of children enrolled in public schools and the number of children enrolled in private, non-profit schools that participated in the program for the fiscal year preceding the fiscal year for which the determination is made.

7. What are the obligations of LEAs to private schools that did not participate in title V-A programs in the preceding year?

The LEA has the obligation to contact, on an annual basis, appropriate officials from private, nonprofit schools within the LEA to determine whether such schools desire that their students participate in Title V-A programs. This must be done for schools that did and did not participate in the program during the previous year. Once a school agrees on behalf of its students to participate, the enrollment of those students is considered in the calculation of relative enrollment for the LEA for the following year. The method for calculating funds does not diminish the responsibilities of the LEA under section 5142.

8. What happens if an LEA chooses not to participate in the Title V-A program?

If no program is carried out in the LEA, the Michigan Department of Education will make arrangements, through such avenues as intermediate school districts or contracts with nonprofit agencies or organizations, under which children in private schools in the LEA are provided with services and materials, to the same extent as would have occurred if the LEA had received funds.

9. If an LEA uses all of its money for class size reduction under Title II, Part A, does it have to provide services to private schools?

A district does not need to need not provide services under this condition, if the district has first consulted with the local private school about this option.

10. May a district give private schools their money and let them develop their own program?

No. The public school is the fiscal agent and may not turn over any money directly to a private school.

11. If professional development is provided by the public school, what should be included?

If the LEAs needs are the same, then private schools may be included in your professional development. However, if their needs are different, the LEA will need to help them meet those needs using the monies available to them.

12. What federal programs have stipulations involving private schools?

Most federal programs have requirements for the involvement of non-public/private schools. Among these programs are: Title I, Part A; Title II, Part A, if a portion of these funds is used for professional development; Title II, Part D; and Title V, Part A.

F. PROFESSIONAL DEVELOPMENT

1. Which federal programs have mandates or requirements for spending on professional development opportunities?

Under Title I, Part A, a school identified for improvement must spend 10% of that school's Title I, Part A allocation on professional development focusing on the areas identified as weaknesses in the Adequate Yearly Progress Report.

Under Title II, Part A, monies may be set aside for professional development opportunities for all professional staff of a district, ranging from superintendent to paraprofessional. Title II, Part A can be used to recruit staff, hire supplementary teachers, or teachers to reduce class size, or to provide incentives to retain highly qualified staff, and contains no mandate to use any of these funds for professional development.

Title II Part D has a 25% mandated set-aside for technology professional development unless the district receives a waiver. This waiver may be granted to districts that have no schools in any mode of school improvement and can demonstrate that other funding sources are used to provide technology professional development.

Under Title V, Part A, funds may be used in a wide variety of activities. Professional development opportunities for professional staff are among the allowable activities.

a. Highly Qualified Teachers

1. Does every professional development offering have to be chosen from a list of "scientifically based" offerings? Who will make this determination?

The districts are responsible for identifying the professional development offerings supported by the Title II, Part A funds that are grounded in scientifically-based research. These activities must be described within the application to the department for funding. The US Department of Education has identified scientifically based programs for improving reading instruction and is expected to identify research in other subjects.

2. Can federal grant funds for which professional development is an allowable expenditure be used to pay teachers to attend PD activities, which are outside of their workday?

Yes.

3. What is the standard for qualifications for 2002-03 Title I teachers?

Beginning with the 2002-03 school year, all Title I teachers must be highly qualified. By the end of the 2005-06 school year, all core academic teachers must be highly qualified.

4. What are the present thoughts pertaining to examining procedures for certifying experienced teachers?

There are no plans at this time by the Michigan Department of Education to implement a process to test subject knowledge competencies of experienced, previously certified teachers.

5. Will there be changes related to those holding permanent or continuing certificates?

No.

b. Paraprofessionals

1. What are the 2002-03 qualifications for paraprofessionals?

Paraprofessionals hired after January 8, 2002, working in programs supported by Title I, Part A funds must have:

- A. Completed at least 2 years (60 semester hours) of academic study at a post-secondary institution;
- B. Obtained an associate's (or higher) degree; or
- C. Demonstrated, through a formal state or local academic assessment:
 - 1) Knowledge of, and ability to assist in instructing reading, writing, and mathematics; or
 - 2) Knowledge of, and ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.

2. Does this 2-year degree requirement apply to other paraprofessionals such as those serving in programs such as Section 31a, At Risk?

The requirements apply only to paraprofessionals working in programs supported by Title I, Part A funds. Title I paraprofessionals who are proficient in English and another language and act primarily as translators, as well as Title I paraprofessionals who only conduct parental involvement activities, are not covered by the requirements. All instructional paraprofessionals in a Title I school wide school must meet the paraprofessional requirements.

3. With regard to the 2-year degree required for paraprofessionals, is this a 2-year degree in education or any type of 2-year degree?

The legislation states that paraprofessionals complete at least two years of study at a post-secondary institution or obtain an associate's degree. Guidance will be developed on the acceptable courses of study to meet the requirements.

4. What assessment can be taken by the paraprofessionals without a 2-year degree?

Since the newly hired Title I paraprofessionals must meet the qualifications that are described in the No Child Left Behind Act, there is a very immediate need to

be able to identify qualified candidates for paraprofessional positions. The Michigan Department of Education (MDE) has designated that the qualification (as specified in the Act) of “meeting rigorous standards through formal state or local academic assessment,” can be demonstrated with a passing score on the Basic Skills test of the Michigan Test for Teacher Certification (MTTC). This is a quality assessment instrument that was developed by Michigan teachers. The test was designed to be administered to prospective teachers after two years of college. Many of the teacher preparation institutions use this test for entry into their teacher preparation program. In addition, by spring 2003, the ACT WorkKeys, currently undergoing a standard setting process based on Michigan paraprofessionals’ input, will be available at most community colleges and many ISDs. The test will cover reading, writing and mathematics as required by the law. All school districts will be informed when this test becomes available.

5. Do Michigan School Readiness Program (MSRP) paraprofessionals have to meet the MSRP guidelines that were established in 1995, or can they meet the guidelines for Title I paraprofessionals?

MSRP is a state program with requirements in state legislation. The guidelines established in 1995 are required. If Title I funds are used for MSRP paraprofessionals, or if they assist in providing instruction in Title I school wide buildings, they must also meet Title I requirements outlined above.

6. For further information from the U.S. Department of Education Draft Non-regulatory Guidance on Paraprofessionals visit:
<http://www.ed.gov/offices/OESE/SASA/paraguidance.doc>

G. RURAL AND LOW INCOME SCHOOL PROGRAMS

1. What is the federal website for the Small Rural School Achievement program in REAP?

The federal REAP SRSA website is: <http://www.ed.gov/offices/OESE/reap.html>

H. ARMED FORCES

1. Does each LEA that receives funds under ESEA need to comply with requests by military recruiters for student’s names, addresses, and telephone numbers?

Each LEA that receives funds under the ESEA (Section 9528) must comply with a request by a military recruiter or an institution of higher education for

secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.

2. For further guidance on this topic visit this link:

http://www.michigan.gov/mde/0,1607,7-140-6525_17014-54704--,00.html

Please send additional NCLB questions to: ESEA@michigan.gov